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ABSTRACT

The goals for public schools in Texas pertain to student development, organizational efficiency, and accountability. The goals for student development involve intellectual discipline, economic and occupational competence, citizenship and political understanding and competence, physical and environmental health and ecological balance, appreciation of cultural and aesthetic values, and competence in personal and social relations. The goals for organizational efficiency involve the relevance of the learning process, cooperation with professional faculty in decision-making, a personnel program that will attract and retain competent people, and cost-effectiveness. (KM)

GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

I. STUDENT DEVELOPMENT

The public schools should help each student to develop his personal knowledge, skills and competence to the maximum of his capacity, and to learn behavior patterns which will make him a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions,

the American heritage, and the responsibilities and privileges of citizenship.

2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
3. Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health, and Ecological Balance

1. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.

E. Appreciation of Cultural and Aesthetic Values

1. Knowledge of major art, music, literary, drama, and culturally related forms and their place in the multi-cultural heritage.
2. Skill in the creative use of leisure time.
3. Competence in the critical evaluation of multi-cultural offerings and opportunities.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological and sociological factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

A. The learning process should be made relevant to the personal goals of every student and designed so that he can achieve the educational standards of the system and be encouraged to remain in school until he is ready for a post-high school career.

B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.

D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing evaluation should be established for measuring the performance of the public school system in terms of the competence of its products and the efficiency of its structure and processes.

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GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS



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Goals for Public School Education in Texas, adopted by the State Board of Education following a careful review by all major professional and related organizations, will serve as direction points during the coming years.

There will be some periodic adjustments in detail, perhaps even in emphasis, to meet the changing conditions in American society and in the needs of students. The underlying philosophy, however, is basic: to give Texas school children and adult students the best possible education that planning, experience, and effort can devise.

The Goals clearly define future direction for both Texas school districts and for state leadership.

This set of brief but comprehensive Goals for Public School Education in Texas is divided into three major areas: student development, organizational efficiency, and accountability.



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